



Missouri Public School Accountability Report

Key statistics about Missouri's public schools, including information required by "No Child Left Behind"

2004-05 School Year

Accreditation Status of School Districts

Total.....	524
Accredited	511
Provisionally Accredited	12
Unaccredited.....	1

In 2005, the Missouri Legislature approved a change in state law (Section 160.522) that affects how important educational statistics are reported to the public. The law eliminated the requirement that each school district produce an annual "report card" for the district and for each building.

Instead, the Department of Elementary and Secondary Education is now responsible for producing a "school accountability report card" for each public school district, each building and each charter school. Report cards for every school district and charter school are available at www.dese.mo.gov/schooldata.

School districts are still required to make "vital statistics" available to parents and school patrons in a timely manner. The law was changed in order to streamline state and federal reporting requirements and to save time and money for school districts.

This document, the *Missouri Public School Accountability Report*, includes virtually all of the same information that must be included in the school- and district-level reports that are now published by DESE online.

Preschool Enrollment

(3-, 4- and 5-year-olds in pre-kindergarten programs operated by public schools)

	2000-01	2001-02	2002-03	2003-04	2004-05
Preschool*	NA	NA	10,697	11,604	13,618
Special Education	8,036	9,024	10,041	10,893	10,856

*Includes Title I, district-sponsored and Missouri Preschool Project programs

Public School Enrollment, K-12

(Includes students in state-operated schools)

	2000-01	2001-02	2002-03	2003-04	2004-05
Total Enrollment	893,978	891,188	894,470	895,965	891,847
Asian	1.2%	1.2%	1.3%	1.4%	1.5%
Black	17.4%	17.5%	17.7%	17.9%	17.8%
Hispanic	1.8%	2.0%	2.3%	2.5%	2.8%
American Indian	0.3%	0.3%	0.3%	0.4%	0.4%
White	79.3%	79.0%	78.4%	77.8%	77.6%

Students Receiving Special Education Services, Ages 5-21

(Includes students in state-operated schools)

2000-01	2001-02	2002-03	2003-04	2004-05
14.5%	14.9%	15.0%	14.8%	14.8%

This report also includes some statistics that are required under federal law (No Child Left Behind) and some Missouri statistics (preschool enrollment, for example) that are not required by law.

2004-05 Highlights

Here are some of the noteworthy statistics in this year's report:

- Total K-12 enrollment dropped slightly – by 4,118 students, or less than one-half of one percent.
- Preschool enrollment increased again last year, reaching a total of nearly 24,500. Preschool programs are not required, but more than half of the state's school districts offer some services for 3-, 4- and 5-year-olds before kindergarten.
- The average score on the ACT exam improved for the second year in a row.
- The number of public high school graduates dropped slightly to 57,495. The percentage of graduates continuing their education at 2- and 4-year institutions also declined slightly.
- The number of classroom teachers dropped slightly – about 200 – to a total of 66,913.
- Average current expenditures per pupil increased nearly 3% to \$7,679 (up \$223 per student).
- More students (up 1.3 percentage points) qualified for free or reduced-price meals at school last year.

Students Eligible for Free or Reduced-Price Lunch

2000-01	2001-02	2002-03	2003-04	2004-05
37.1%	37.9%	39.2%	40.5%	41.8%

Limited English Proficiency (LEP) Students

2000-01	2001-02	2002-03	2003-04	2004-05
1.3%	1.5%	1.7%	2.1%	2.1%

Rates of Pupil Attendance

	2000-01	2001-02	2002-03	2003-04	2004-05
All Students	93.7%	93.9%	93.7%	94.0%	94.0%
Elementary (K-8)	94.6%	94.6%	94.5%	94.7%	95.0%
Secondary (9-12)	91.5%	92.0%	91.9%	92.6%	91.8%

High School Dropout Rates

	2000-01	2001-02	2002-03	2003-04	2004-05
All Students	4.2%	3.6%	3.3%	3.4%	3.8%
Asian	2.5%	1.6%	1.4%	1.1%	1.3%
Black	6.1%	5.7%	5.3%	5.2%	6.4%
Hispanic	7.0%	5.9%	5.2%	5.3%	5.0%
American Indian	5.1%	4.8%	4.0%	3.5%	4.9%
White	4.2%	3.6%	3.3%	3.4%	3.8%

High School Graduation Rates

	2000-01	2001-02	2002-03	2003-04	2004-05
Total No. of Graduates	54,181	54,513	56,906	57,988	57,495
Graduation Rate	81.4%	82.4%	84.4%	85.5%	85.7%

Where Our Graduates Go

	2000-01	2001-02	2002-03	2003-04	2004-05
4-Year Institution	39.3%	39.5%	39.6%	38.6%	38.0%
2-Year Institution	22.8%	24.6%	25.5%	26.8%	26.1%
Technical School	4.1%	3.9%	4.0%	4.1%	4.3%
Work	22.3%	21.0%	20.0%	19.5%	19.7%
Military/Other	9.8%	9.2%	7.2%	6.5%	6.3%
Status Unknown	NA	0.3%	3.6%	4.6%	5.6%



ACT Assessment

Last year, nearly 43,000 Missouri graduates (70 percent) took the ACT exam as sophomores, juniors or seniors. The state's composite ACT score increased to 21.6 in 2005 and remained ahead of the national average (20.9).

NAEP Scores

Every state has participated in the National Assessment of Educational Progress (NAEP) in math and reading since 2003. A sample of students in grades 4 and 8 were assessed. According to No Child Left Behind, the NAEP exams will now be administered every other year by all states and will be used to compare states' overall academic performance and progress in math and reading.

Missouri students remain ahead of the national NAEP average in reading, based on the percentage of students who scored at the advanced or proficient levels. In math, however, Missouri's 2005 NAEP scores declined slightly (grade 8) or were unchanged, while the national averages increased in both grades 4 and 8.

ACT Average Composite Score

	2000-01	2001-02	2002-03	2003-04	2004-05
Missouri	21.4	21.5	21.4	21.5	21.6
National	21.0	20.8	20.8	20.9	20.9

Percent of Graduates Tested

Missouri	70%	68%	69%	70%	70%
National	38%	39%	40%	40%	40%

National Assessment of Educational Progress (NAEP)

	MATH		READING	
Advanced & Proficient	2003	2005	2003	2005
Missouri				
Grade 4	30%	31%	34%	33%
Grade 8	28%	26%	34%	31%
National				
Grade 4	31%	35%	30%	30%
Grade 8	27%	29%	30%	29%

The MAP Exams

Scores from the Missouri Assessment Program (MAP) exams are the primary academic measure used in the Missouri School Improvement Program (MSIP), the state's system of accrediting school districts. Now, MAP scores also play a pivotal role in meeting federal accountability standards under NCLB.

The percentage of Missouri students scoring at the "proficient" and "advanced" levels on the MAP exams improved slightly this year in every subject and grade level.

Newly revised MAP assessments were developed to satisfy the requirements of No Child Left Behind and were field-tested in the spring of 2005.

Beginning in the spring of 2006, the revised MAP exams will be administered statewide in math and communication arts for *each* grade level in grades 3-8. The math assessment also will be given in grade 10; the communication arts assessment will be given in grade 11.

Note: State funding for the science and social studies assessments was eliminated for the 2003, 2004 and 2005 school years. As a result, school districts gave the science and social studies exams on a voluntary basis, and fewer students participated.

Reading Scores

In 2004-05, students in grades 3 and 7 posted healthy gains in reading proficiency, as measured by the MAP communication arts test. The percentage of Missouri students classified as "satisfactory and above" improved almost three percentage points for both third-graders (77.1 percent) and seventh-graders (65.1 percent).

Missouri Assessment Program (MAP) Achievement Data

This is a summary. A full report of statewide MAP scores for each grade and subject tested is available at <http://dese.mo.gov/divimprove/assess>. See "State Disaggregated Data" for MAP data broken down by various subgroups of students.

	2000-01	2001-02	2002-03	2003-04	2004-05
■ MATH					
Grade 4					
• Advanced & Proficient	37.7%	37.6%	37.2%	40.4%	43.0%
Grade 8					
• Advanced & Proficient	14.7%	13.7%	13.9%	13.9%	15.5%
Grade 10					
• Advanced & Proficient	12.7%	10.7%	12.4%	15.2%	16.6%
■ COMMUNICATION ARTS					
Grade 3					
• Advanced & Proficient	31.6%	35.4%	34.1%	34.6%	35.1%
Grade 7					
• Advanced & Proficient	34.2%	32.0%	32.4%	31.9%	32.5%
Grade 11					
• Advanced & Proficient	22.6%	23.7%	21.8%	22.5%	22.9%
■ SCIENCE					
Grade 3					
• Advanced & Proficient	45.6%	47.7%	47.8%	51.2%	53.4%
Grade 7					
• Advanced & Proficient	13.6%	14.2%	15.0%	16.3%	17.8%
Grade 10					
• Advanced & Proficient	8.7%	5.2%	6.3%	6.9%	7.6%
■ SOCIAL STUDIES					
Grade 4					
• Advanced & Proficient	41.8%	40.1%	42.3%	48.8%	51.8%
Grade 8					
• Advanced & Proficient	41.8%	42.0%	40.4%	41.8%	42.5%
Grade 11					
• Advanced & Proficient	20.4%	15.9%	18.0%	18.9%	20.1%

MAP Reading Scores

	2000-01	2001-02	2002-03	2003-04	2004-05
Grade 3					
• Satisfactory & Above	71.7%	76.8%	73.4%	74.5%	77.1%
Grade 7					
• Satisfactory & Above	64.4%	65.8%	62.6%	62.0%	65.1%

Adequate Yearly Progress (AYP)

■ SCHOOLS MEETING AYP GOALS

	Number of Schools	Number Met	Percent Met
All Schools	2,035	1,327	65.2%
Title I Schools	1,088	871	80.1%
Communication Arts	2,026	1,543	76.2%
Mathematics	2,032	1,511	74.4%

■ SCHOOLS IN SCHOOL IMPROVEMENT OR CORRECTIVE ACTION

Number of Title I Schools in

- "School Improvement" Status for First Time119
- "Restructuring" Status..... 7
- "Corrective Action" Status..... 0

■ SUBGROUP RESULTS

	Communication Arts	Math
All Students	Met	Met
Asian/Pacific Islander	Met	Met
Black	Not Met	Not Met
Hispanic	Not Met	Met
American Indian	Not Met	Not Met
White	Met	Met
Other/Non-Response	Not Met	Not Met
Free or Reduced-Price Lunch	Not Met	Not Met
Students with Disabilities	Not Met	Not Met
Limited English Proficient Students	Not Met	Met

Note: In 2004, the Asian and Pacific Islander groups were combined into one subgroup.

■ ANNUAL GOALS FOR ADEQUATE YEARLY PROGRESS (AYP)

Following are Missouri's AYP targets for 2003 through 2005. These figures show the combined percentage of students who must score at the "proficient" or "advanced" levels on the MAP in order for a school or district to achieve AYP. These targets apply to each of the subgroups listed in the chart above. Because new grade-level MAP exams are being introduced in 2006, revised AYP targets for 2006 and beyond must be set.

	2003	2004	2005
Communication Arts	19.4%	20.4%	26.6%
Mathematics	9.3%	10.3%	17.5%

Disciplinary Actions

Number of Incidents Reported	17,025
Incident Rate (Per 100 Students).....	1.9
Type of Removal	(number rate)
• Out-of-School Suspension (10 Consecutive days or more)	15,763 1.8
• Expulsion	168 0.0



Adequate Yearly Progress

To achieve the goal of all children being proficient by 2014, all public schools and districts must make satisfactory improvement – "adequate yearly progress" – each year in communication arts and math. Based on criteria included in NCLB, the Department has established the specific AYP goals listed below.

In 2005, 65.2 percent of all schools and 80.1 percent of Title I schools met the AYP targets in communication arts and math. In all, 1,327 of 2,035 buildings achieved AYP in both subject areas.

A total of 119 Title I schools were identified for "school improvement" for the first time in 2005 because they did not meet AYP targets for two consecutive years. These schools may be required to offer students the option of transferring to other, higher-performing buildings.

Safe Schools

According to NCLB, states must identify unsafe ("persistently dangerous") schools, and school districts must allow students in those schools to switch to other schools within the district.

The State Board of Education has adopted a formal policy for identifying persistently dangerous schools, but no schools have been identified as of November 2005.



Highly Qualified Teachers

One of the major goals of No Child Left Behind is to ensure high-quality teachers for all children in public schools, regardless of where they live or go to school. As a result, the law requires greater public disclosure of teachers' qualifications.

Teachers are considered "highly qualified" if they hold at least a bachelor's degree, are fully certified by the state for all of their class assignments and have expertise in the content area they teach. In Missouri, a teacher who is fully certified meets these criteria.

In the past, Missouri has reported the certification status of teachers. No Child Left Behind goes further and requires the reporting of the percentage of *classes* that are taught by highly qualified teachers.

The state and local school districts also are required to compare the percentage of classes taught by highly qualified teachers in "high-poverty" versus "low-poverty" schools, as defined in the accompanying chart.

Number of Teachers, K-12 (Includes teachers in state-operated schools)

2000-01	2001-02	2002-03	2003-04	2004-05
65,753	66,816	68,007	67,108	66,913

Average Teacher Salaries (Includes Career Ladder, extra-duty pay, etc.)

2000-01	2001-02	2002-03	2003-04	2004-05
\$36,835	\$38,103	\$39,280	\$39,786	\$40,676

Certification Status of Teachers

Teachers with Regular Certificates*	97.1%
Temporary Authorization or Special Assignment Certificates	1.7%
Substitute, Expired or No Certificate	1.0%

***Regular Certificates.** Includes "Life Certificate," "Professional Class I Certificate" and "Professional Class II Certificate," "Continuous Professional Certificate" and "Provisional Certificate." A provisional certificate is a two-year, non-renewable license for individuals who lack a few requirements for full certification.

"Temporary Authorization Certificate." A one-year renewable certificate for individuals with a bachelor's degree who are employed by a school district and who complete coursework each year toward their teaching certificate.

Classes Taught by Highly Qualified Teachers in Core Areas

Number of Classes	188,246
Number of Classes Taught by Highly Qualified Teachers	183,001
Percent of Classes Taught by Highly Qualified Teachers	97.2%
• Highest-Poverty Schools	94.0%
• Lowest-Poverty Schools	98.6%

Note: Highest-poverty schools (top quartile) are those in which at least 62.5% of the students are eligible for free- or reduced-price lunch. Lowest-poverty schools (bottom quartile) are those in which less than 30.7% of students are eligible for free or reduced-price lunch.



Sources of Revenue for Schools

	2000-01	2001-02	2002-03	2003-04	2004-05
Local*	53.9%	54.6%	54.2%	55.2%	55.7%
State	38.8%	37.2%	37.2%	35.5%	34.8%
Federal	7.4%	8.2%	8.6%	9.2%	9.5%

*Includes local and county sources and the state 1¢ sales tax ("Proposition C")

Current Expenditures Per Pupil (in average daily attendance)

2000-01	2001-02	2002-03	2003-04	2004-05
\$6,767	\$7,146	\$7,434	\$7,456	\$7,679

Average Adjusted Tax Rates

	2000-01	2001-02	2002-03	2003-04	2004-05
Operating Funds	\$3.21	\$3.23	\$3.27	\$3.31	\$3.41
Debt Service	\$0.37	\$0.39	\$0.39	\$0.39	\$0.39



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